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ABSTRACT

Exemplary programs disseminated through the U.S. Department of Education's National Diffusion Network (NDN) pertaining to the preservice and inservice needs of higher education institutions were addressed through a survey of NDN program personnel. Attention was focused on collaboration activities that have been planned and implemented. Interviews were conducted in 1981 with developer/demonstrator project personnel and state facilitators at the annual conference of the NDN. Findings based on 37 collaborative programs involving 54 institutions indicated that curricula with a solid theoretical basis are most suitable for collaboration, that willingness by the college is critical, that the appropriate contact at the college should have high status and interest, and that colleges should assume an equitable share of the costs of collaboration. It is suggested that the fact that undergraduate or graduate credit was granted in almost all reported activities indicates that the college has an important role in the dissemination process. Although inservice collaboration activities (33) outnumbered preservice (21) activities, both levels of activity had substantial utilization. Additionally, almost each collaborative activity was unanimously rated as successful. The state facilitators discussed ongoing and past collaborative efforts, which, although similar, also reflected the unique needs and characteristics in each state. A sample interview form is appended. (SW)

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Higher Education and NDN Collaboration in Staff Development: A Feasibility Study

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Paper Presented at the Annual Meeting of the
American Educational Research Association

New York, New York
March, 1982

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Higher Education and NDN Collaboration in Staff Development: A Feasibility Study

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ABSTRACT

Thirty-seven Developer/Demonstrators and ten State Facilitators in the National Diffusion Network described collaboration activities between NDN projects and higher education institutions. Strategies for exciting collaboration were noted. Findings surfaced a rich but haphazard set of activities. Respondents indicated that curricula with a solid theoretical basis are most suitable for collaboration, that willingness by the IHE is critical, that the appropriate contact at the IHE should have high status and interest and that IHEs should assume an equitable share of the costs of collaboration. The research will be compiled into an NDN handbook to further encourage IHE collaboration.

Higher Education and NDN Collaboration in Staff Development: A Feasibility Study

Introduction

The National Diffusion Network (NDN) has been oriented primarily toward elementary and secondary education since its beginning in 1974. The NDN provides a framework for the dissemination of "exemplary programs that work" for educators. These exemplary programs, known as Developer/Demonstrators (D/Ds), become resources for local education agencies through the brokerage efforts of state or regional personnel known as State Facilitators (S/Fs).

The NDN provides staff development to many educators. Consequently, many NDN leaders believe that the programs in the network can be useful in teacher preparation and continuing in-service in higher education. To assess the feasibility of this idea the NDN national office established a NDN/Institution of Higher Education (IHE) advisory committee: This advisory committee has responsibility to:

1. Gather information about NDN and IHE collaboration.
2. Recommend plans of action to be taken by the NDN to secure a closer relationship with higher education institutions.
3. Act as an advocate in the education community for NDN/IHE collaborative activities.
4. Offer assistance in establishing a stronger higher education presence in the NDN.

This paper extends a prior research study sponsored by the advisory committee. The previous paper, "Using the Developer/Demonstrators or the National Diffusion Network to Expand Higher Education's Professional Development Capability" was presented at the EERA Annual Meeting in Philadelphia (Spring, 1980)[1]

This prior research paper and this paper as well, address the thesis:

> "That the exemplary programs disseminated through the U.S. Department of Education's National Diffusion Network are appropriate resources for use by higher education institutions to meet their pre-service and in-service needs."

The research is also intended to expose principles and strategies which can facilitate the establishment and extension of a collaborative activity between an IHE and a NDN program.

Previous Research Findings

The prior study reported findings from a questionnaire mailed to all 140 D/D project directors. Over 100 responses were returned (71% of the population). The specific purpose of the study was to determine whether the D/Ds would be interested in collaborating with the College of Education, Cleveland State University as resources for staff development.

In respect to that question, 95 project directors expressed a desire to collaborate. Furthermore, they rated the efficacy of suggested collaboration formats. The highest rating went to "the expansion of a project's training program into the form and substance of a university course." Following close behind were "offering credit for typical training sessions" (generally 2-5 days), for "completing evaluation requirements during implementation" and for "training university personnel to become certified project trainers."

The project directors suggested that other formats be considered. The most frequently mentioned suggestions were: (numbers indicate frequency)

- -Special interest workshops for related D/D clusters (10)
- -Sponsor awareness presentations but not for credit (9)
- -Assist implementation at an adopter site (9)
  - -Monitor implementation
  - -Conduct outcome evaluation studies
- -Incorporate NDN programs into existing courses to serve as reality applications of theory (9)
- -Offer credit for an expanded three day training package plus the teacher's implementation of the program (9)

Finally, the project directors noted "Incentives" and "Barriers" that might be created by a university which would encourage or retard collaboration. The most frequently mentioned responses are presented below. (numbers indicate frequency)

Incentives	Barriers
(44) Financial support (travel, per diem, materials)	(55) Lack of financial assistance
(19) Academic credit	(34) Time constraints
(18) Publicity for project	(12) Scheduling difficulties

Objectives for a Second Level of Investigation

Whereas the earlier research project was designed to estimate the willingness of NDN program personnel to collaborate with higher education, the research for this paper was focused on the identification of collaboration activities that have been planned and implemented. As a result, some order could be achieved in what had been a previously haphazard and unreported series of liaisons. Furthermore, the research instrument was structured to identify participant perceptions of the critical strategies for establishing, maintaining and strengthening collaboration at least as seen through the eyes of the NDN partner in the effort.

Study Procedures

The researchers, in co-operation with the other members of the higher education advisory committee, chose to utilize a semi-structured interview format which could be adapted for either face-to-face or telephone interviews. During an advisory committee meeting, a draft interview form was discussed. Suggestions and revisions were incorporated into the draft as it was

transformed into a usable product. (See Interview Form in Appendix) The discussions also served as an orientation session for the potential interviewers.

During June, 1981, face-to-face interviews were completed with twenty D/D project personnel and state facilitators at the annual conference of the National Diffusion Network. Each person interviewed had participated in the planning and implementation of a collaborative activity between one or more D/D projects and one or more higher education institutions.

During the Fall of 1981, an additional period was set aside for phone interviews with D/Ds and S/Fs who were not able to be accommodated at the conference.

Study Findings

In total, 37 Developer/Demonstrator projects were reported as having collaboration activities with higher education institutions. These 37 projects were involved with 54 colleges and universities located in more than 25 states. In addition, state facilitators described efforts to bring DDs and IHEs together within their service areas. The 37 projects represent about one-third of the DDs that have had a continuing life in the NDN[2].

The following findings were justified by the frequency of response identified through careful content analysis of the interview transcriptions.

1. The collaboration activities were varied and multi-faceted. On the pre-service level, the most common activity was the insertion of some element of the D/D training program into an existing course. On the in-service level, the most common activity was the transformation of the D/D training program into a course, workshop or seminar.

Thirty-three examples of graduate level collaboration were described. Nearly all activities involved the granting of graduate credit by the IHE; one project indicated that continuing education units were given. In only two cases, did the interviewee specifically state that credit was not granted.

Twenty-one examples of preservice collaboration were mentioned. In nine cases the project was inserted into an existing course either through the physical appearance of project personnel or through modularized or media presentations. In eight other cases, the activity was limited to class visits to a classroom where the D/D's program was being used or else a single presentation by a D/D staff person to the college students in their classroom.

Imbedded within the collaboration activities in undergraduate education were five activities in junior colleges and two examples of D/Ds housed in IHEs.

2. The D/D respondents rated their collaboration activities as "successful" or "very successful" in accomplishing project goals. They expressed a similar judgment in respect to the success of the activity in accomplishing the goals of the higher education institution.

Very few of the 37 respondents expressed dissatisfaction with any of the higher education collaborative activities. Common conclusions were "students rated the activity highly" or "the college invited us back." Where any ambivalence was expressed it centered on the fact that the activity reached a routine level quickly and then did not deepen or extend beyond its original boundaries. In some cases the collaboration was with an individual university professor and did not move beyond the one individual.

3. If the D/D respondents were to implement their collaboration activities again, they would be more judicious in selecting their counterparts in the higher education institution and give greater attention to planning and monitoring the activity.

When asked what changes they would make, 10 respondents suggested changes in either the way IHE instructors or contact persons were chosen or they indicated that more information about the roles, responsibilities and needs of the partners would be shared before implementation begins. Eight respondents directed their remarks to planning and evaluation concerns.

In this group were two respondents who wished to see increased collaboration with their IHE colleagues and three respondents whose concern was insufficient formative evaluation.

After describing the collaboration activities the respondents had engaged in they were asked to identify strategies or principles that may be critical to the success of a collaborative activity.

1. Developer/Demonstrator projects that will be successful in IHE collaboration have a far-reaching curriculum and a solid theoretical basis.

Fifteen project directors advised that broad based conceptual projects are better suited for higher education collaboration than are projects based on "a cookbook approach."

2. Higher education institutions that have a similar philosophy and goals, that have a willingness and interest to collaborate are promising candidates for collaboration.

Fifteen project directors stated that it was a necessity that there be a match between the D/D project and the higher education institution in respect to goals and philosophy. Three of the fifteen were concerned that the collaboration be placed in "the appropriate department for the nature of the project."

Sixteen project directors directed their remarks to the "willingness to collaborate" standard. These respondents used adjectives such as "innovative" "flexible" "willing" to describe the appropriate institution. Such an institution would have the support of the administration for collaboration and would not have to be convinced that collaboration was beneficial.

3. The appropriate person to utilize as a contact person at the IHE is:

   a. an administrator or a faculty person who has authority/power/status

b. someone who knows and respects the D/Ds work and is willing to assume the burden of convincing the IHE to collaborate.

The need to establish contact with an administrator was mentioned by twelve project directors; two additional respondents identified the proper contact person as an individual who is in a "position of authority/power/ status."

Five respondents counseled their colleagues to "let the person contact you." Eight others were more concerned that the contact person be someone known to the project, someone who has participated in project activities and knows and understands the project goals and philosophy.

4. Agreements about the logistical and financial aspects of the collaboration should be completed before the project is implemented. The higher education institution should assume its equitable share of the costs of the project.

Although the project directors' responses were somewhat singular and scattered, six respondents did refer to the necessity for clear financial arrangements and formal agreements. Eight responses suggested that the higher education institution should assume a greater proportion of the costs. Specifically mentioned costs were consultant fees to compensate D/Ds for extra planning, advertising costs and travel costs for instructors.

5. To strengthen, maintain and extend a successful collaboration

a. Encourage communication between D/D, IHE and school personnel.
b. Involve higher education faculty as certified trainers.
c. Be certain to emphasize evaluation and research aspects of collaboration.

Seven responses spoke to the importance of long term dialogue among the participants in the collaboration. Suggestions were made to maintain contacts, using the telephone if necessary, to keep the relationship fresh and current, to encourage teachers to contact the IHE with suggestions

for mini-courses and follow up activities and to comment about the success of the collaboration. Three responses suggested that the instructional load in the collaboration be transferred from project personnel to university personnel. In that way, the institutionalization of the training program will be enhanced. Eight responses clustered around the efficacy of evaluation and research as a means to strengthen a collaboration. These people argued that collaboration with the NDN can provide classroom applications of theory suitable for research by IHE faculty.

Study Findings: (SF and IHE Collaboration)

Ten projects representing nine states or approximately 18 percent of all SF projects, responded in detail during the interview process. (One respondent was an IHE employee who worked very closely with the SF and was counted as an SF). All had several collaboration activities with IHEs. Nearly twenty types of collaborative activities were described: 6 workshops or seminars, 9 courses for credit, 7 awareness activities, 10 inservice activities. Two SFs have formed IHE networks for contacts; 3 have high IHE attendance at NDN activities; 3 have satellite or demonstration sites at IHEs; 1 is housed at IHE; 2 mentioned on-site training; 7 indicated that IHE faculty used NDN material as part of class; 1 worked with D/D to develop a course outline acceptable for IHE credit. The data from the SF interviews support the following conclusion:

> There is a diversified and rich program of collaboration between IHEs and SFs, but is not formalized or rigid. The collaboration is different in each state, and reflects the personalized and idiosyncratic approach found throughout the NDN.

Hollifield* suggested six general categories of IHE/NDN collaboration after his review of a set of interview data.[3] Those six categories (with minor elaboration) are: 1) Awareness activities, 2) Use of IHE personnel to consult, assist in development and evaluation, and do awareness, 3) Use of the IHE site for awareness, training and library service or actually being based there, 4) Use of IHE personnel as certified trainers, 5) IHE provides inservice training for credit, 6) IHE provides preservice and/or training for credit. These categories seem to encompass the full range of collaborative efforts.

The SFs judged most collaborative activities as successful in accomplishing SF goals. (Average of "4.0" out of "5" on 30 activities that were rated.) Six activities were not rated because they were newly implemented or the SF was uncertain about the extent of goal achievement.

The SFs gave almost equal rating to the extent to which the collaborative activities met goals of the IHEs. The SFs rated this as "4.0" out of "5.0" for 29 items and were "not sure" on two. Several did not respond to this question. Almost every item was rated as "satisfactory", but there were several caveats about needing patience in working with IHEs.

In regard to changes the SF would make in planning for and initiating collaboration activity, Hollifield classified the suggested changes into three general categories: 1) Increase IHE Involvement, 2) Strengthen and Extend the Current Collaboration, and 3) Formalize the Collaborations-Define Roles and Procedures Clearly.[3] A fourth classification, "Areas for Potential Conflicts" has been added to Hollifield's three. A sample of SF suggested changes appears in Table 1.

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*Hollifield, John H. "Collaboration Among Developer Demonstrators, State Facilitators, and Institutes of Higher Education." Memorandum to: NDN/IHE Advisory Committee - August 7, 1981. This paper borrows heavily from the Hollifield memorandum.

Table 1

S/F'S SUGGESTED CHANGES IN SF-IHE COLLABORATION

1. Increase Initial IHE Involvement

   Involve IHE at the start; Get more firm commitment
   Involve more IHE faculty from the beginning
   Earlier Development of IHE Network in the State
   Obtain early Commitment from IHE

2. Strengthen and Extend Current Collaboration

   Strengthen Linkages; Improve Technical Support
   Seek Ways to Involve NDN as a Whole
   Use NDN programs as basis for Workshops
   Increase Participation of IHE Staff
   Encourage IHE Student Participation in NDN efforts
   Longer IHE Awareness Sessions or Conferences
   Develop Formal Time-Line for IHE-NDN collaboration
   Assure Need for This Activity on Part of Local Schools

3. Formalize the Collaboration--Define Roles and Procedures Clearly

   Adhere closely to D/D's Requirements
   Avoid "Content" Programs
   Establish Formal Work Relationships; Identify the Goals
   Special type of Adoption Agreement (Credit for demonstration of Key Elements).
   More commitment from IHE (Just wanting another class is not enough)

4. Areas for Potential Conflicts

   IHEs Tend to view collaboration only for their own needs
   Financial Sharing--Who Pays?
   IHE's want Credit Hours; NDN Wants Adoptions

The general perspective on change reflects such things as territoriality or turf (who controls content, time, methods, etc.), tradition (IHE role in teacher preparation.) and temerity (uncertainty about how to do something new.) Almost universally the SFs expressed faith that the problems could be overcome.

Respondents were then asked, "What strategies or principles do you think are critical to the success of a collaboration activity?" The four parts of the question and responses to them are listed in Table 2. The critical elements seemed to cluster around 1) knowledge of what needs to be done, 2) care in matching a D/D with the IHE, 3) attributes (organizational and individual) or prestige, productivity and past performance with the "field", and 4) making haste slowly with a good understanding of the rules beforehand. Flexibility is important, as is the need to establish organizational and fiscal "rules"--a difficult challenge.

Respondents were asked to assume that collaboration had already occurred and had been initially successful. What would they suggest to 1) maintain, 2) strengthen and 3) extend the collaboration? Responses to all three categories of the question were heavily oriented to the need for frequent and successful communication efforts and to strategies for getting more people involved in the effort. The activities suggested would form a rather comprehensive "how-to" manual for a change agent. Table 3 is a slightly expanded version of a summary provided by Hollifield in his analysis of interview data from the SFs.[3]

Some concrete examples of collaboration efforts that are becoming "institutionalized" were provided. Two are discussed very briefly. In Tennessee, the SF has worked through the University of Tennessee in two ways related to the field service mission. The SF has organized opportunity

Table 2

STRATEGIES SEEN BY SF'S AS CRITICAL TO THE SUCCESS OF A COLLABORATION ACTIVITY

a. In selecting the D/D project for collaboration?

Seek D/D that will be acceptable to IHE: Flexibility, Academic credibility, philosophy, willing to do a college-like course (8-10 sessions).
Know state needs (local system needs) and match needs with the D/D
Know the IHE and its needs
D/D project built on good, theoretic data base
Cost Factors
Probably a methods project rather than content

b. In selecting the IHE for collaboration?

Select those that want to work (self-selection)
Location
Prestige
Willing to let "outsider" teach regular courses
Type or size of school; smaller and/or junior college is better

c. In selecting the person(s) to be "entry contacts" at the IHE?

Well-known, respected, prestige
Good record of work in field; Interest
Seek support from Dean, Department Chairperson
Production/Productivity
Work with Professional Organizations

d. In regard to arrangements--financial, logistical, etc.

Start informed; Know the rules and guidelines
Work slowly; need must be mutual
Flexibility
Be ready to go more than half-way; reciprocity. IHE gets $ and credit hours. S/F and D/D need adoptions
Work with Special Interest groups (generate some pressure)
SF may need to spend some "seed" money
Seek IHE internal "faculty development" funds

Table 3

SF SUGGESTIONS FOR MAINTAINING, STRENGTHENING, AND EXTENDING IHE/DD/SF COLLABORATION EFFORTS

1. Provide support and monitoring

   Continue to support, monitor
   Get person to monitor adoptions
   Provide administrative support
   Have higher education people attend training sessions
   Provide follow-up experiences
   Hold two staff development sessions a year
   Frequent communication: phone, letters

2. Institutionalize the collaboration

   Institutionalize the process of collaboration
   Train staff so classes move to required status and become part of the preservice sequence
   Get person to be part of NDN
   Formalize the collaboration with a written agreement
   Set up informal steering committee including all components
   Institutionalize the linkage
   Build the process into the project management design
   Add key IHE persons to regular mailings (SF and D/D)
   SF and IHE persons should become a "team" for planning
   Advertise events as scheduled through IHE channels

3. Expand the collaboration

   Add additional programs
   Hold mini-conference of higher education people
   Get more faculty as trainers
   Spread to neighboring colleges
   Don't work with continuing education department only
   Put in another D/D project
   Get funds for linkers
   Stay in close contact; continue use of IHE personnel in working with local schools
   Advertise events as scheduled through state, professional organization and NDN channels

for the Race Desegregation Center to work with NDN projects that can promote intercultural instructional opportunities (Student Team Learning, or Institute for Creative Education, for example). The SF has encouraged local schools to build projects for federal funding around NDN products.

In North Carolina the SF has helped connect IHEs and D/Ds to assist in staff development activities for "low incident" teachers--those teachers whose areas of specialization occur in limited numbers (e.g., teachers of Latin) These services are provided regionally and by several IHEs.

Open-Ended Suggestions and Comments From Interviewees

The final segment of the interview form provided the interviewee with an opportunity to offer a final insight about NDN/higher education collaboration. The insights can be classified into three categories - Suggestions, Supportive Comments and Critical Comments. The insights are presented within their appropriate categories.

Suggestions

-A written agreement is needed - formalize collaboration.

-D/D can act as liaison between teachers and University faculty.

-School days better then weekends.

-Look for collaboration with veterans with experience - more practical.

-Need more time and money to focus on adoptions.

-Schools can initiate college adoption of project.

-Perhaps IHEs could track migration of D/Ds to higher education.

-Incentives are needed.

-Public information efforts are needed.

-Invest in the future by working at little or no cost in the present. SEAs might authorize D/D to give inservice units as a result on the JDPP approval. Units can be used for recertification.

-Project personnel have to be strong or project will be changed.

-Use a softsell approach.

-Stress research and evidence of effectiveness

-Allow a lot of time for faculty to get the collaboration off the ground.

-SEA might Authorize D/D to give inservice.

-Networks should be selective in accepting invitations to collaborate.

Supportive Comments

-Everyone would benefit if the IHE's offer courses for credit using NDN projects.

-Awareness activities with the IHEs are very important.

-More national publicity for NDN is possible through working with IHEs.

-Use of federal work-study. Good symbiotic relationship. We are able to provide meaningful work-study placements.

-NDN works because rapport is achieved with school officials and teachers who value it.

-We are happy with our university involvement.

-Collaboration is necessary. Best time to increase awareness of knowledge available outside the university.

-As a project we have been well received because the IHE has become aware of their needs in our area.

-If someone contacts project, we refer them to other IHEs who have worked with us. This helps our credibility.

Critical Comments

-Eschew the superiority of the IHE "expert".

-College faculty want to redo the project or at the very least alter it.

-College personnel are very independent and are not open to change.

-IHE faculty need sensitivity training

-IHEs not eager to adopt any project.

-University had the goal of taking over our program themselves and the project got "burned" because control was lost. This is a general risk.

Conclusions, Recommended Strategies and Research Significance

The thesis that "the exemplary programs in the National Diffusion Network are appropriate resources for use by higher education institutions to meet their pre-service and in-service needs" was strengthened from the research finding that 37 of these programs have had collaboration activities with 54 higher education institutions. The fact that undergraduate or graduate credit was granted in almost all reported activities suggests that the IHE has an important, albeit not yet fully explored, role in the dissemination process. Another useful finding is that although in-service collaboration activities (33) outnumbered pre-service (21) activities, both levels of activity had substantial utilization. Finally, the almost unanimous rating of each collaboration activity as "successful," adds additional support for the thesis.

The basic thesis was further supported by the finding that 10 SF respondents discussed on-going and past collaborative efforts. The collaborative efforts were somewhat similar, but also quite idiosyncratic and thus reflecting the unique needs, organizations and roles in each state (as well as the individual styles of SFs). As mentioned earlier there are promises and potentials as well as pitfalls and problems in collaborative efforts between IHEs and the NDN.[4]

In respect to strategies or principles that may be critical to the success of a collaboration activity, the following observations were made by a substantial number of interviewees.

1. Developer/Demonstrator projects that will be successful in IHE collaboration have a far-reaching curriculum and a solid theoretical basis.

2. Higher education institutions that have a similar philosophy and goals, that have a willingness and interest to collaborate are promising candidates for collaboration.

3. The appropriate person to utilize as a contact person at the IHE is:
   a. an administrator or a faculty person who has authority/power/status
   b. someone who knows and respects the D/Ds work and is willing to assume the burden of convincing the IHE to collaborate.

4. Agreements about the logistical and financial aspects of the collaboration should be completed before the project is implemented. The higher education institution should assume its equitable share of the costs of the project.

5. To strengthen, maintain and extend a successful collaboration
   a. Encourage communication between D/D, IHE and school personnel.
   b. Involve higher education faculty as certified trainers.
   c. Be certain to emphasize evaluation and research aspects of collaboration.

Finally, the significance of this research is its expected compilation into a handbook to be prepared by the NDN/IHE Advisory Committee and distributed by the Department of Education to higher education institutions. The handbook will include the narrative descriptions of collaboration activities and recommend strategies that have proven successful in forging lasting relationships. Finally, the handbook will include descriptive information in the form of course syllabi about NDN projects that seek collaboration. Thus, the research will be transformed into foundation information and guiding principles to meet the needs for staff development of teachers and other educational personnel.

References

1. Using the "Developer/Demonstrators of the National Diffusion Network to Expand Higher Education's Professional Development Capability" by Marvin Pasch, available through ERIC Reports ED 200 182. A resume is contained in the August, 1981 issue of Resources in Education.

2. It is difficult to estimate how widespread the IHE collaboration has extended. Although 37 NDN projects reported collaboration activities, it is probable that even more projects have had IHE relationships but failed to report them. Furthermore, the number of DDs in the network changes from year to year. New projects enter; veteran projects drop out. However, it is fair to conclude that 37 projects represent about one-third of the projects that have had a long enough life in the NDN to make IHE collaboration a realistic goal to consider.

3. Hollifield, Hohn H. "Collaboration Among Developer Demonstrators, State Facilitators, and Institutes of Higher Education." Memorandum to: NDN/IHE Advisory Committee. August 7, 1981.

4. Achilles, C. M. "Let's Add Some New Ingredients Into the Cauldron" ERIC:CTE 019284

Appendix

1. NDN Resource Interview Form

2. Collaborating NDN Developer/Demonstrator Projects

3. Collaborating Colleges and Universities

NDN Resource
Interview Form

The higher education task force has accumulated enough information to recognize that collaboration with colleges and universities is fairly common. However, the information is not sufficiently detailed and precise and has not been gathered from all projects.

This interview is designed to generate the kind of information needed to produce a NDN/Higher Education resource booklet. The booklet will contain a listing of past collaboration activities, provide descriptive information about the D/D projects interested in future collaboration and conclude with a section concerned with strategies for successful collaboration.

Project Title:

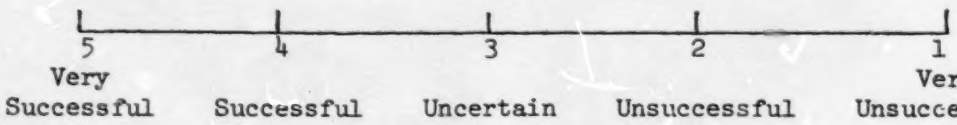
D/D _____
S/F _____ Check one (✓)
NDN Officer ____
Other _____

Interviewer Notes	
	1. Briefly describe any and all collaboration activities with one or more higher education institutions.

Interviewer Notes

2. Viewing each activity separately, estimate the extent to which the collaboration was successful in accomplishing your goals?

(Use this scale)



Activity 1

Comments: _____

_____

Activity 2

Comments: _____

_____

Activity 3

Comments: _____

_____

Activity 4

Comments: _____

_____

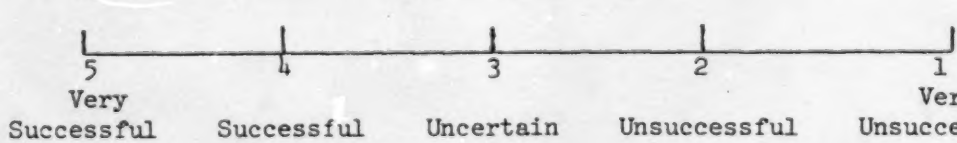
Activity 5

Comments: _____

_____

3. Viewing each activity separately, estimate the extent to which the collaboration was successful in accomplishing the goals of the higher education institution.

(Use this scale)



Interviewer Notes

Activity 1

Comments: _____

_____

Activity 2

Comments: _____

_____

Activity 3

Comments: _____

_____

Activity 4

Comments: _____

_____

Activity 5

Comments: _____

_____

4. If you could begin again, what changes would you make in planning for and/or implementing each collaboration activity.

Interviewer Notes

5. What strategies or principles do you think are critical to the success of a collaboration activity?

   a. In selecting the D/D project for collaboration

   b. In selecting the college or university for collaboration

   c. In selecting the person or persons who will become "entry contacts" at the higher education institution

   d. In regard to arrangements - financial and logistical

Interviewer Notes

6. Assume the collaboration has been an initial success, how can it be maintained, strengthened and extended?

7. Is there anything you wish to communicate to the task force on NDN/Higher Education collaboration?

Collaborating NDN Developer/Demonstrator

Projects

Academic Improvement Through Language Experience
A.C.T.I.V.E.
Adult Performance Level
Alphaphonics
Beter Education Through Efficient Management
Catch-Up
California Migrant Teacher Assistant Corps
Demonstration/Evaluation Center
Early Prevention of School Failure
Early Recognition Intervention Network (ERIN)
Every Child a Winner with Movement Education
Follow Through:
- Behavior Analysis
- Games Children Play
- New York
- Waterloo
- Weekville School Board Street

G.E.M.S.
Individual Language Arts
Instruct
Law Education and Learning (LEGAL)
Learn to Read
New Model Me
New Jersey Writing Project
Northwest Special Education
Outreach: Macomb 0-3 Regional Project
Peoria 0-3 Outreach
Portage Project
Pre-Algebra Development Center
Programmed Tutoring
Project Adventure
Project R-3
School Health Curriculum Project
S.I.G.M.A.
Talents Unlimited
Teaching Research
Women in World Area Studies
Diagnostic Prescriptive Arithmetic (DPA)

37 projects

SFs Participating in Survey

Alaska
Illinois (2 interviewees)
Kentucky
Massachusetts
Nebraska
North Carolina
Oklahoma
Tennessee

Collaborating

Colleges and Universities

Boston University
Brigham Young
Chapman College
Chicago State
Cleveland State University
Eastern Tennessee
Florida State University
Georgia Southern University
Georgia Southwestern College
Governors State University
Kearney State College
Illinois State University
Laverne College
Lewis and Clark College
Martha Berry College
Medgar Evers Community College
National College
New York University
Northern Idaho University
Northern Illinois University
Rutgers University
Salem State College
San Diego University
San Jose State University
South Georgia Junior College
Southern Utah University
St. Mary's College
Tennessee Technical College
Temple Ridge College
Texas A & M University
Texas Women's College
University of Iowa
University of Idaho
University of Georgia
University of Maine
University of Massachusetts
University of Miami
University of Michigan
University of Minnesota
University of Mississippi
University of North Dakota
University of Pittsburg
University of South Carolina
University of Texas at Austin
University of Wisconsin
University of Wyoming
Utah State University
Valdosta State College
Wagner College
Weaver College
Winthrop College
Wheaton College
Whiteworth College
Whitewater State

54 institutions

IHEs Discussed In SF Interviews

University of North Carolina
N. Carolina State
Other IHEs in N. Carolina System
University of Tennessee
East Tennessee State
Johns Hopkins University
(STL Project)